

St Alban's C of E Academy



History Policy

2023-2024

Intent

At St Alban's we empower each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God-given potential. Our Christian distinctiveness is woven throughout our history curriculum to enable children to experience awe, wonder and messiness in the questions of life and history; to become self-aware and understand the impact that they can have on history within their community and the wider world; as well as asking fundamental questions about the past, leading to a better understanding as to how we can make changes to improve life in the future. (I have come that they may have life, and have it in all its fullness. John 10:9-10)

The holistic and spiritual element within our history curriculum, permeating through golden threads of religion, culture and education, allow children to experience history in its fullest, and allows them to celebrate diversity and change that they themselves, or family members and people in the past may have experienced.

Within EYFS, children are given the opportunity to explore what life was like for themselves in the past, before linking to life for family members in the past: this opportunity to be curious and ask questions about history, enables our children to become not only self-aware but also allows them to celebrate diversity within their classroom when exploring other peoples' lives. Within KS1, children have the opportunity to explore local history, linked with their school, further building on their sense of belonging within the school and the wider community, before moving on in KS2 to explore what impact religion had on famous people from the past and the changes these significant figures brought about such as King Henry VII and his links with The Vatican and the significant events that happened in history following this.

Our History curriculum enables our children to gain knowledge and understanding of the past within our own locality, our country and the wider world. The aim of history teaching here at St Albans's C of E Academy is to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are to:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- Stimulate children's curiosity and understanding about the past, and its impact today;
- Encourage children to think critically about what they see and hear;
- Equip children with the knowledge to develop perspective and make judgements;
- Enable children to know about significant historical events, people and places in their own locality.
- Develop a sense of and understand key historical concepts and use these when carrying out historical enquiries

Children will have the opportunity to:

- Understand how Britain is part of a wider European culture and to study some aspects of European history;
- know and understand significant aspects of the historical development of the wider world;
- learn to value their own and other people's cultures in modern multicultural Britain;
- Consider how people lived in the past and are then better able to make their own life choices today.
- Understand society and their place within it, so that they develop a sense of their cultural heritage; □ Develop skills of enquiry;
- Gain, use and deploy a historically grounded understanding of abstract terms such as 'empire', 'significant' 'civilisation' and 'monarchy'

Implementation

Our history curriculum is taught in half termly blocks throughout the year; this allows children to develop depth in their learning and expand on existing knowledge on a half termly knowledge. Teachers are aware of the key knowledge and skills of each topic and careful consideration has been given to ensure progression across years and classes.

Early Years Foundation Stage

History is taught through knowledge and understanding of the world in the Early Years. Children have the opportunity to understand the concept of simple time and changes, which will develop their chronological skills. They will begin to develop their understanding of change and aging when talking about their family members, and will compare and contrast characters from stories including figures from the past such as kings, queens, and famous people that provide the foundations for historical concepts.

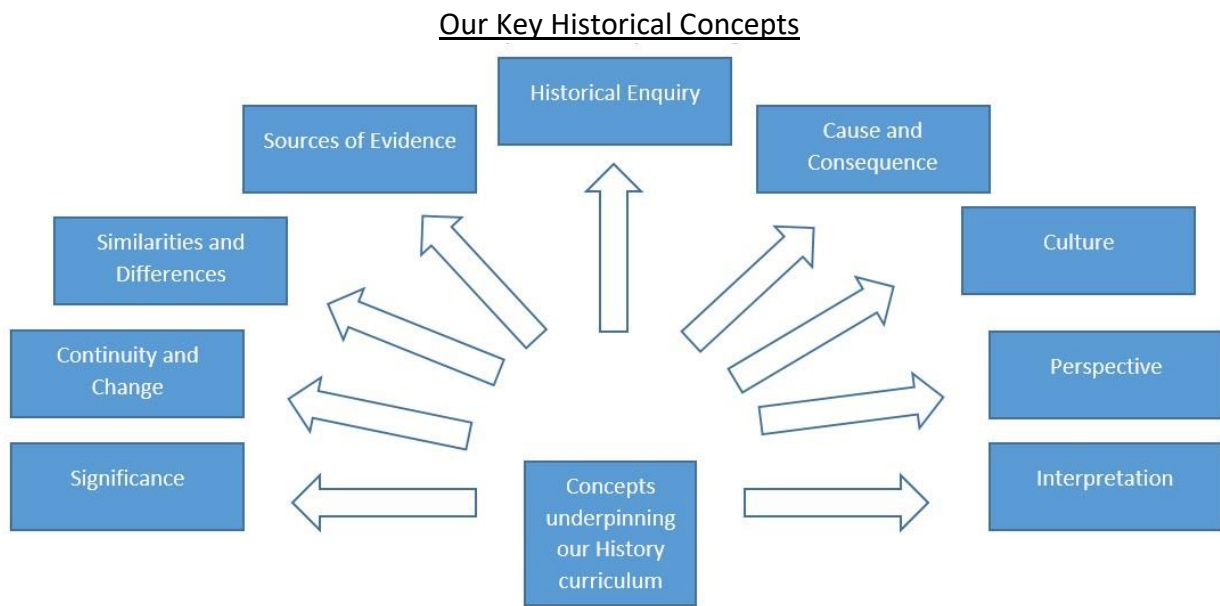
Key stage 1

Children begin learn about changes within living memory and events beyond living memory that are significant nationally or globally, for example "The Great Fire of London". They will also study the lives of significant individuals who have made contributions to national and international achievements, building on this understanding of significance, through their knowledge of caring people such as Florence Nightingale or key explorers such as Christopher Columbus. They also learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods, including within their locality.

Key stage 2

The children in KS2 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing understanding of narratives within and across time periods. They are given the opportunity to make connections,

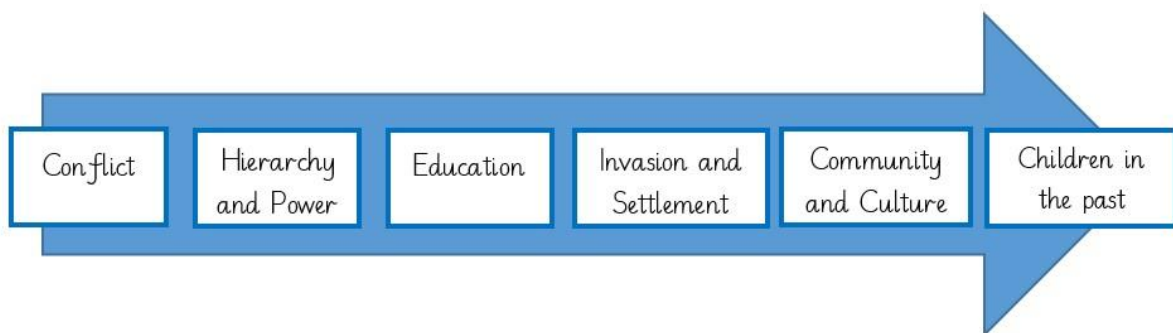
develop the use of key historical terms such as “civilizations, settlements and parliament” and are encouraged to answer key historical enquiry questions using the concepts shown below:



Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression.

We have identified a set of ‘golden threads’, that children will repeatedly revisit throughout their time at St

Alban’s. Each unit will not include every 'thread', but over a year, children will visit each one more than once.



Teaching and learning

History at St Alban’s focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, and both primary and secondary sources. We also encourage visitors to come into the school and talk about their experiences of events in the past, as well as significant visits out of school.

At St Alban’s, we also recognise and value the importance of stories within history teaching and we regard this as an important way of stimulating interest in the past. In order to develop children's reading skills, our teaching staff plan opportunities for children to independently

read age-appropriate texts that may link to a history topic being studied within English, or topics that have been previously studied, further developing the exposure and understanding to various historical eras.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common learning opportunities which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- multi-sensory learning opportunities that include artefacts, written accounts and stories;
- giving opportunities for children to work in mixed ability pairs;
- grouping children by ability in the room and setting learning opportunities for each ability group though scaffolded resources; providing these of different complexity depending on the ability of the child;
- using support staff to support children individually or in groups.

We use the national scheme of work for history as the basis for our curriculum planning in history, We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Assessment

History makes a significant contribution to the developing of a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Building Blocks are used by class teachers to analyse children's understanding and are used at the end of each term to determine children's subject knowledge and skill set in relation to the national curriculum expectations.

The contribution of history to Personal Life Skills and SMSC

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history curriculum enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special educational needs

At our school, we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable all children to have access to the full range of learning opportunities involved in history.

Impact

t

Assessment and recording

We assess children's work in history by making formative judgements as we observe them during each history lesson. Throughout and on completion of a piece of learning, the teacher marks the work against the key success criteria and learning question, identifying their understanding and any next steps. At the end of a unit of work, the teacher makes a summative judgement about the understanding of each pupil in relation to national expectation and records the children's achievements using the Building Blocks. We use these as a basis for assessing the progress of the child.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and senior leadership team of the school. The work of the history subject leader also involves supporting colleagues in the planning and teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Review

This policy will be reviewed annually by staff, SLT and Trust Directors/CEO